

KEY STAGE 5 MEDIA

Intent – The media play a central role in contemporary society and culture. They shape our perceptions of the world through the representations, viewpoints and messages they offer. The media have real relevance and importance in our lives today, providing us with ways to communicate, with forms of cultural expression and the ability to participate in key aspects of society. The economic importance of the media is also unquestionable. The media industries employ large numbers of people worldwide and operate as commercial industries on a global scale. The global nature of the contemporary media, coupled with ongoing technological developments and more opportunities to interact with the media, suggest that their centrality in contemporary life can only increase.

St Mary's High School offers learners the opportunity to develop knowledge and understanding of these key issues and the ability to debate important questions about the media. It introduces them to a theoretical framework for analysing the media, which also underpins study of the media at AS and A level. A Media. Studies reading list is also available to students to support their literacy development access to academic texts. Opportunities for numeracy are built into lessons or incorporated into marking and day-to-day teaching.

Implementation -

The Key Stage 5 Media studies curriculum ensures students will develop their understanding of the media through the consistent application of the four areas of the theoretical framework:

1) **Media language:** how the media through their forms, codes, conventions and techniques communicate meanings 2) **Media representations** : how the media portray events, issues, individuals and social groups 3) **Media industries:** how the media industries' processes of production, distribution and circulation affect media forms and platforms 4) **Media audiences:** how media forms target, reach and address audiences, how audiences interpret and respond to them and how members of audiences become producers themselves.

The course will allow them the opportunity to undertake close analysis and comparison of media products in relation to relevant key social, cultural, economic, political and historical contexts. By the end of the Level 3 course, students should have also developed the skills to: analyse critically and compare how media products, including products outside the commercial mainstream, construct and communicate meanings through the interaction of media language and audience response use key theories of media studies and specialist subject-specific terminology appropriately . The media products used to develop these skills are Newspapers (The Guardian & The Daily Mail), Music videos, Magazines (The Big Issue), Advertising (charity campaigns, sports drinks and male toiletries), Film (Jungle Book 1967/2016) Long form TV dramas, Video game industries (Minecraft) and Radio One (Breakfast Show)

All schemes of work ensure literacy, in the form of reading, writing and presentation, is central to the students' experience. Regular reference is made in lessons to British Values and students are also given as much freedom as possible to investigate topics that are of particular interest to them. For example, representations in the media cover social groups including gender, sexuality, ethnicity, class, age. Political views are discussed in relation to media products

University degree and career links are flagged to students through displays, taster lessons and by teachers.

Inclusivity: lessons are designed to be inclusive in topic and to students of all abilities. All topics are for all students. Teachers may adapt learning resources to support students with SEN as well as students who have recently joined the school, have English as a second or new language or have missed a series of lessons. All students will have access to the required technology needed to complete and enjoy the full syllabus.

Year	Term 1	Assess. 1	Term 2	Assess. 2	Term 3	Term 4	Assess. 3	Term 5	Term 6	End of Year
Year 12	Introduction to Media Framework: Media language, audience, institution and representation. The Big Issue magazine		Advertising: Charity campaigns, sports drinks, male toiletries, audience & industries & representation		Music videos: Titanium David Guetta & Unfinished Sympathy Massive Attack audience & industries & representation	Film Jungle Book (1967/2016) audience & industries & representation		Newspapers: Daily mail and The Guardian audience & industries & representation- political contexts Applying theorists to media products	Newspapers: Daily mail and The Guardian audience & industries & representation- political contexts Applying theorists to media products	
Year 13	Long form TV Drama: Homelands and Deutschland 83 Applying theorists to media products		Video games Minecraft audience & industries & representation		Radio BBC RADIO 1 Breakfast Show audience & industries & representation	Newspapers: Daily mail and The Guardian audience & industries & representation- political contexts Applying theorists to media products				

Impact:

- **How is progress measured?**
- Progression is measured by the abilities of students at the end of Key Stage 5. Students must be in possession of the necessary body of knowledge and the media theoretical framework skills to deconstruct media products. Students should also be able to use this knowledge and understanding to place themselves in a constantly developing and mediated media world.. This is checked through different forms of assessment and students are expected to have a firm grasp of the core knowledge at each stage of the course. Assessment for learning takes place at the start of topics; knowledge tests are embedded through schemes of work, most summative assessment is through essay writing, students also complete reports and presentations. Assessments focus on the assessment objectives in Key Stage 5. Green pen feedback is built into schemes of work so that students can reflect on their own answer and look at work of other students as a modelled answer.
- **What difference is the curriculum making to student learning?** Subjects for the curriculum are discussed with students, especially at KS 5 where there is more flexibility with lesson time, and areas of particular interest can be built into the scheme of work. This can be evidenced through the popular take-up for the subject at Key Stage 5.
- **How is assessment/mock data used?** All pupil progress data is analysed by T&L Director and disseminated to the teachers. Teachers use item-level exam data to plan lessons and target areas of poor performance. Mock data is used to inform revision, re-sits and 1-2-1 sessions with students if possible. Green pen is embedded through lessons and sample work is a regular part of department planning and delivery. This is supposed to allow students to understand how they can improve their work and know how to improve next time.
- **How is core vocabulary learnt?** Display boards, text books, department website, key words, glossaries and learning activities such as starters, crosswords and match-ups.
- **What do students do outside of school/lessons to show their engagement in Media Studies?** Homework tasks, reading lists and viewing lists will be set as homework but also additional enrichment tasks. Students will be encouraged to practice the practical tasks in their own time and develop their creative portfolios. Trips to the BFI and other Media related institutions will encourage engagement and experts will be asked to come in and deliver career talks.